



**TEXAS A&M UNIVERSITY  
SAN ANTONIO**

**EDRG 3331 Disciplinary Literacy  
Department of Curriculum and Instruction**

<b>Instructor Name:</b> <b>Heather Herschell</b> <del>Mary Heather Hickman-Herschell</del>	<b>A&amp;M-San Antonio email:</b> <a href="mailto:mherchell@tamusa.edu">mherchell@tamusa.edu</a>  <b>***** Please DO NOT email through Blackboard!*****</b>
<b>Office Hours and Location:</b>  Online By Appointment Via Zoom  Send an email to set up a convenient and agreed-upon appointment time. Link will be sent for confirmation.	<b>Course Location &amp; Time:</b>  Senator Frank L. Madla: Rm. 203  Wednesday 2:00-3:15 PM

**REQUIRED TEXTBOOK:**

- Harvey, S., & Goudvis, A. (2017). *Strategies That Work, 3rd edition: Teaching Comprehension for Engagement, Understanding, and Building Knowledge, Grades K-8 | Classroom Learning Book | Strategies for Reading Comprehension* (third edition). Stenhouse Publishers.

**Recommended Course Materials:**

- Google or Microsoft Office suite. All work must be submitted either as Google Docs, Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- Regular and reliable access to the internet and ability to print copies for class

**COURSE DESCRIPTION:**

This course is designed to teach pre-service teachers that literacy permeates all disciplinary and content areas. The focus of the course is the science of teaching reading through the structures, strategies, and approaches to literacy that include various disciplines as well as the development of the knowledge, skills, and attitudes to meet the literacy needs of diverse students.

### MAJOR COURSE COMPONENTS:

**Student Learner Outcomes (SLO): Upon completion of this course students will be able to:**

1. Recognize the interrelationships of reading, writing, listening, and speaking across the disciplines.
2. Recognize effective vocabulary, comprehension, and research instructional strategies for all students.
3. Gain knowledge and experience in developing and implementing integrated units, lessons, methods, and materials aimed at improving content area teaching and learning.
4. Apply research-based approaches, methods, and materials for designing, implementing, and evaluating instruction to promote effective reading, writing, and content learning.

### STANDARDS:

#### TEXES Generalist Standards and Competencies

**Standard IV: Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.**

4.7k the importance of reading as a skill in all content areas;

4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

4.12s Use technology to help students access a wide range of narrative and expository texts.

**Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.**

7.3k the continuum of reading comprehension skills and grade-level expectations for these skills

7.4k reading comprehension as an active process of constructing meaning;

7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;

7.8k the use of metacognitive skills in reading comprehension;

7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics

7.15k comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;

7.16k different purposes for reading and associated reading strategies;

7.17k how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs)

7.20k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, other sources;

<p>7.22k strategies for helping students comprehend abstract content and ideas materials (e.g., by using manipulatives, examples, and diagrams);</p> <p>7.10s Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;</p> <p>7.13s Provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn," (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;</p>	<p><b>Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.</b></p> <p>10.5k how students' use of self-evaluation and self-monitoring procedures can enhance literacy development;</p> <p>10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository text</p> <p>10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about the assessment of students' developing literacy.</p>
<p><b>Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.</b></p> <p>11.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; and interpreting and using graphic sources of information);</p> <p>11.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;</p> <p>11.3k grade-level expectations and procedures for assessing students' study and inquiry skills; and</p> <p>11.1s Use ongoing assessment and knowledge of grade-level expectations to identify students' needs in regard to study and inquiry skills and to plan instruction</p> <p>11.2s Respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills;</p> <p>11.3s Provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance achievement across the curriculum</p> <p>11.4s Communicate with families/caregivers about students' study and inquiry skills development and collaborate to promote development in these areas;</p> <p>11.5s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of study and inquiry skills</p>	<p><b>Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</b></p> <p>12.8k word origins and the understanding of historical influences on English wording meanings.</p>

**TAC Code Standard 1:** Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

**TAC Code Standard 2:** Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

## GRADING POLICIES

Assignment	Standards	Points
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<b>In Class Participation/Formative Assessment Assignments and Activities</b>	<b>Varies</b>	<b>~ 1-20</b>
<b>Read and Respond 1</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>5</b>
<b>Read and Respond 2</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>5</b>
<b>Read and Respond 3</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>5</b>
<b>Discussion Boards (5)</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>10</b>
<b>Content Area Text Set</b>	<b>Standard IV</b>	<b>10</b>
<b>Text Features Assignment</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>15</b>
<b>Quiz</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>10</b>
<b>Strategy Anchor Chart</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>15</b>
<b>Research Instructional Video</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>15</b>
<b>Test</b>	<b>Standard IV, VII, X, XI, XII</b>	<b>10</b>
<b>TOTAL POINTS</b>		<b>~100-120</b>

### Grading Policy:

- All assignments in the course are intended to provide both the student and the instructor with a gauge of your level of understanding of the course content and ideas throughout the semester.
- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM CST.
- All assignments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
- I will update grades typically no more than 5 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

<b>Letter Grade</b>	<b>Range</b>	<b>Grade Points</b>
<b>A</b>	90-100	4.0
<b>B</b>	80-89	3.0
<b>C</b>	70-79	2.0
<b>D</b>	60-69	1.0
<b>F</b>	59 & Below	0.0

### Grading Scale

✓ A 90 or above	90-100 points = A
✓ B < 90% to 80%	80-89 points = B
✓ C < 80% to 70%	70-79 points = C
✓ D < 70% to 60%	60-69 points = D
✓ F < 60%	59 and below = F

## COURSE POLICIES

### ATTENDANCE:

Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence has been noted. You are expected to show up to class on time and, once in class, to conduct yourself in a professional manner.

Going to college is a commitment, just like a job. On a job, employees often have “no excuses asked” leave days. You have 2 “leave days,” and no excuses were asked for this course. Indicate your absence for the week in the attendance assignment on Blackboard. I do not need to be notified by email that you are missing class unless it is a university-authorized absence.

- More than *TWO* absences may result in a loss of points.

University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. A student is held responsible for all class assignments.

### LATE WORK POLICY:

My Blackboard Gradebook will automatically assign a zero to assignments submitted past the deadline.

Students are expected to complete course assignments in a timely manner. Course materials build on one another. Falling behind has a negative impact on your success with subsequent assignments. Therefore, work submitted after the deadline, if accepted, is subject to a reduction in points awarded. Work submitted more than a week after the deadline may not be counted for credit at all and may receive a final grade of zero. **Assignments due before the midterm grading period will not be accepted for credit after midterm grades are posted. Assignments due after the midterm grading period will likely not be accepted for credit if they are posted more than one week after the due date. No late work will be accepted for credit after the last scheduled class date.**

I understand that emergencies or crisis situations cause a student to miss a deadline. If such an emergency arises, it is the student’s responsibility to contact me as soon as possible, altering the

situation. Exceptions to the late work policy will be made on a case-by-case basis and will only be considered in light of continued communication with the course instructor. Exceptions to the late work policy will require appropriate documentation of the circumstances surrounding the late submission(s).

#### **ASSIGNMENT SUBMISSION IN BLACKBOARD:**

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, PPT, Google, Images, Links, or pdf format; do not upload pages (Mac users). Bb will not download Mac applications for viewing/grading. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or [HelpDesk@tamusa.edu](mailto:HelpDesk@tamusa.edu) If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: [Submit Assignments](#))

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

#### **COMMUNICATION SKILLS:**

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

#### **AI Policy:**

##### **Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission**

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

### **Acceptable Use:**

- Editing and Proofreading: AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.
- Revising for Clarity: AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.
- Enhancing Style: AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

### **Prohibited Use:**

- Content Creation: AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.
- Plagiarism: It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

### **Guidelines for Acceptable Percentage of AI Usage:**

- Editing and Proofreading: Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors.

- Revising for Clarity: AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.

- Enhancing Style: Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

**Responsibility:** It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

**6. Consequences of Violation:** Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.

If you have read the entire syllabus, email me a funny quote by 8/28/2025 for 1 extra point on your Content Area Literacy Organizer Assignment.